Cornell University  
Department of Human Development  
HD 4650: Development of Human Sexuality

Instructor: S. Merrill, MVR B40  
Office Hours: Tuesday, 2:50 – 4:50 (walk-in) and by appointment  
Email: smm474@cornell.edu  
Blackboard Site: HD 4650 – Merrill – Spring 2016

Lectures: Tuesday & Thursday, 1:25pm – 3:00pm  
Location: Comstock Hall B106

Teaching Assistants: Stephanie Matthews-Carpenter  
Email: sam496@cornell.edu  
Office Hours: Monday, Wednesday 3:00 – 4:00 PM, MVR B40  
Montana Birringer  
Email: mmb284@cornell.edu  
Office Hours: Friday 1:00 – 3:00 PM, MVR B40

Course Description:

Sex plays an integral role in the lives of humans today, as it has throughout our history. As such, sex affects us all; regardless of an individual’s place on the spectrum of sex, gender, sexual orientation, status, age, or ability, sex is a pervasive element in how we interact with and perceive the world and ourselves.

The field of sexual science seeks to understand how our sex, gender, and sexuality intersect with our perceptions of ourselves, our world, and the people around us throughout our lives. This course examines the human sexual life-course primarily from a psychological perspective, drawing on transdisciplinary empirical and theoretical work from the fields of developmental, evolutionary, cognitive, personality, and social psychology, feminist theory, queer theory, anthropology, neuroscience, and biology.

The central goal of the course is to investigate the development of the individual’s sexual life from conception through the end of life, focusing on many milestones that influence our sexuality in meaningful ways, including infancy, childhood, adolescence, adulthood, and aging.

Learning Goals:

In this class, students will gain knowledge about sex, gender, and sexuality development and changes over the lifespan. Students will also gain the tools to:

1. apply multi-disciplinary perspectives to developmental theories of sexual change over the lifespan;
2. think critically about issues of sex, gender, and sexuality during class discussions;
3. develop writing skills for both an academic and layperson audience;
4. analyze critically the accuracy and scope of sexual science conveyed in both peer-reviewed journal articles and popular media through assignments; and
5. discuss and think through research ethics in the context of studying sex, gender, and sexuality during different developmental milestones and understanding the ethical treatment of gender and sexual minorities.
Course Materials:
Books:

There are new & used hardcover, paperback, and digital versions of both books. It is entirely your preference which you choose.

All remaining required course reading materials are a collection of news articles, chapters, and peer-reviewed journal articles focusing on topics in sexuality. These will be posted on the Blackboard site for the class under readings and listed in APA format.

Evaluation Procedures:

**Class Participation:**

**Class Discussion:**
All students will be expected to take part in class discussion throughout the semester. Discussions will take place in both small groups and among the class as a whole, as well as through answering PollEverywhere questions through your account. The rubric for class participation is available on the Blackboard site.

**Guidelines for Class Participation:**
1. Respect others’ rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (e.g. asking for clarification, sharing critiques, expanding on a point) should reflect that you have paid attention to the speaker’s comments.
3. Be courteous. Don’t interrupt or engage in private conversations while others are speaking.
4. Support your statements. Use evidence and provide a rationale for your points.
5. Allow everyone the chance to talk. If you are hesitant to speak, look for opportunities to contribute to the discussion.

**PollEverywhere:**
As part of a “flipped classroom” environment, instead of repeating material from the readings in lecture, I will ask questions or pose discussion questions. We will use the “Poll Everywhere” system in class to allow you to answer some questions presented in class. This system allows several formats for questions: 1) multiple choice; 2) rank ordering of possibilities; 3) identification of points on a figure; 4) open-ended text responses to general questions, which can then be shown as word clouds, etc. Often, after you have had a chance to discuss your answer with your colleagues, we will have a discussion of possible answers. These in-class exercises will serve several functions: 1) they allow you to test your understanding of the general concepts being presented in class; 2) they pose examples for you to expand your knowledge creatively to solve new problems; 3) they help you prepare for the exams, which are similar to these questions in complexity and in format. Answering these questions, but not the correctness of them, counts towards your overall participation grade.

Instructions on signing up for a free PollEverywhere account are on the Blackboard site, as are the instructions for joining the class to see the posted questions each class period. PollEverywhere requires you to bring either a laptop or a smartphone to class.
Individual Meetings:
You will also be required to attend a short “getting to know you” meeting with me during the first few weeks of class. There will be a sign-up sheet available on Blackboard.

Daily Reflections:
Daily reflections will be submitted at the end of each class session. After each lecture, students can access an electronic link (posted on Blackboard) to write a paragraph characterizing either (a) an unanswered or unaddressed question regarding the topic being discussed that lecture or (b) highlight a key point discussed during that class session and your thoughts on it or how you related to it. Daily reflections should not be a reiteration of material.

Daily reflections must be posted before 10pm on the class day. Over the course of the semester, each student must submit a minimum of 20 reflections to receive the full percentage of their final grade. Though the instructor will read each reflection, respond, the reflections themselves will only be graded on topical relevance to, and depth of thought about, the material, not on the opinions or questions expressed. This is a place to think critically about and relate to the material! The day on which the prelim exam is administered does not count toward this total. It is the students’ responsibility to submit these reflections; the instructor will not ask each student for missing reflections. Each student may only submit 1 reflection each class day to be counted toward their total.

Assignments:
(1) For your Science in the Media assignment, you must find a popular-media article on a sexual science story that interests you and track it back to the original primary article. Then, you will compare the aims, scope, and style of the two pieces. Detailed instructions and rubric are available on Blackboard. This assignment is due March 10th by noon.

(2) For your Research Proposal assignment, you will be required to write one 5-7 page paper. This research paper will be in the format of an NIH grant proposal, where you propose a hypothesis and design a set of experiments to answer a currently understudied area or issue in sexual science. You will choose the area and will yourself design the question that you propose to study. Detailed instructions and rubric are available on Blackboard. A one-page brief description of your paper will be due on April 14th. This assignment is due the last day of class by noon.

Exams:
There is one prelim exam and a final exam. The prelim exam is given in class. All make-up exams must be approved in advance; a zero will be assigned for any exam missed without prior approval or extenuating circumstance congruent with university policy.

The final is non-cumulative and given outside of class during the exam period. Cornell policy states that final exams may take place only at the university assigned time, or at a designated “make-up” time at the end of the final exam period. Therefore, there will be no early finals.

The exams will be a combination of factual questions and short essays. The essays will often ask for interpretation of results, comparisons or critical analyses of theories or findings.

Course Policies:

A. Accommodation for Disabilities: We will accommodate all disabilities documented by Cornell University. If you would like to request accommodations, please do so prior to or at the outset of the course. If you would like to request an accommodation for a specific
assignment or test, we must receive your request at least two weeks in advance so that we may make arrangements.

B. Financial Accommodation: If, for any reason, you are unable to obtain the materials necessary to participate in the course (ex: books, smartphone/laptop for PollEverywhere), please contact me as soon as possible to make accommodations.

C. Inclusivity Statement: This course supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. I expect that all students will respect each other’s differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

D. Incomplete Grades: Concerning incompletes, as per University policy a grade of incomplete will only be given in the case of definite extenuating circumstances (e.g., serious illness, death in the family, etc.). Being overextended at home/work/school does not constitute a valid reason for a grade of incomplete.

E. Academic Integrity: We must strictly enforce Cornell's Academic Integrity code. Cornell's Academic Integrity Code is located at: http://cuinfo.cornell.edu/aic.cfm

Thus, all of the work you hand in for this class is expected to be:

- Independently-conceived and written by you, and composed in your own words, not those of your sources (researchers, Internet sources, parents, or good friends). Plagiarism is grounds for a grade of F in the course. Although not well known among students, extensive help from parents is also considered a violation of the Cornell Academic Integrity Code.
- Reflective only of your own, original thinking, not a joint product of discussions with your friends in the class or others
- Written for this class only, that is, you may not submit a paper (in whole or in part) you have written or are writing for another class. (This is an important Cornell rule that can take students by surprise.)

Students agree that by taking this course all submitted papers might be reviewed for textual similarity by Turnitin.com for the detection of plagiarism. Papers we submit for checking will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

F. Personal Responsibility: If a student fails to attend class or portions of any class, they are responsible for getting notes, handouts, and announcements.

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<thead>
<tr>
<th>Course Grade Breakdown:</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Assignment or Exam</td>
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<tr>
<td>Prelim Exam</td>
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<td>Science in the Media Assignment</td>
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<td>Research Proposal</td>
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<td>Daily Reflections</td>
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<td>Class Participation</td>
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<td>Final Exam</td>
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SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS, AND EXAMS
(Subject to Change)

January 28th: What is Sex?
1. Course Syllabus

February 2-4th: Sex and Chromosomes
2. LeVay – Chapter 6: The Role of Sex Hormones
3. LeVay – Chapter 7: The Role of Genes

February 9th: Fetal and Infant Sexual Development
1. LeVay – Chapter 8: The Brain
3. Larry Summer’s Harvard Speech posted on Blackboard

February 11th: Childhood Sexuality
1. LeVay – Chapter 4: Childhood
2. Carpenter & DeLamater – Chapter 2: Childhood Sexuality: Exploring Culture as Context

February 16th: FEBRUARY BREAK

February 18th: Gender in Childhood

Science in the Media Articles Due for Approval

February 23rd-25th: Adolescent Sexual Development
1. Carpenter & DeLamater – Chapter 3: Sexuality Development in Adolescence
March 1st: Gender Identity


March 3rd: Sexual Orientation Identity

1. LeVay - Chapter 1: What is Sexual Orientation?

March 8th: Virginity, Celibacy, & Casual Sex

1. Carpenter & DeLamater - Chapter 6: Hooking Up & Opting Out: Negotiating Sex in the First Year of College

March 10th: Sex Education & Birth Control

Science in the Media Assignment Due


March 15th: Age of Consent

3. Posted materials on state and world age of consent laws.

March 17th: Paraphillias, Chronophillias, & Fetishes


March 22nd: PRELIM EXAM (Covers lectures and readings from 1.28 thru 3.17)
March 24th: Role of Sex in Adult Attachment

**Prelim Exam Returned**


March 29th – 31st: SPRING BREAK

April 5th: Sex, Pregnancy, & Parenthood


April 7th: Sex over the Course of a Relationship


April 12th: Sex in Break-Ups, Cheating & Divorce

1. Carpenter & DeLamater - Chapter 9: Starting Over: Dating Risks and Sexual Health among Midlife Women after Relationship Dissolution

April 14th: Open Relationships & Non-Monogamy

**One-Page Research Proposals Due for Comments**

April 19th: Menopause & Andropause
1. Carpenter & DeLamater - Chapter 11: Reproductive History as Social Context: Exploring How Women Talk about Menopause and Sexuality at Midlife

April 21st – 26th: Aging and Sexuality
1. Carpenter & DeLamater - Chapter 13: Exploring Embodied Aging and Ageism Among Old Lesbians and Gay Men
2. Carpenter & DeLamater - Chapter 14: Pleasure in Old Age

April 28th: Disability & Pharmacology in Sexuality

May 3rd: Sex, Nursing Homes, & Dementia

May 5th: Coming Out Late: Sexual Orientation & Transgender in Later Life

May 10th: Your Questions and Final Comments
Research Proposal Assignment Due

May 19th: FINAL EXAM (Covers lectures and readings from 3.22 thru 5.5)
Science in the Media Essay Assignment

The purpose of this assignment is for you to analyze selected aspects of science writing for a popular audience.

The assignment's learning goals:

- Examine critically the accuracy and message of the science conveyed in popular media
- Find the primary science sources behind popular-media articles
- Assess writing strategies used to convey specialist information to a lay audience
- Compare the presentation styles of popular-media and primary scientific articles
- Use strategies found in popular science writing in your own work.

Overview:

This assignment is designed to develop your sense of how sexual science is communicated to the public. You need to find a popular-media article on a sexual science story that interests you, and then track it back to the original primary article. Sources such as The New York Times, Psychology Today, Slate, Jezebel, Science Daily, and Cosmo or Elle magazine, as well as newspapers and many other sources often give direct references to the original work; otherwise they will say where the primary article was published and give the names of one or more authors. Generally the news stories appear within a week of the primary article being published, which helps you to narrow down the dates. Your essay can be on any topic of interest to you within the realm of sexual science, as long as you can track it back to the original primary science article. Your article does not need to be on a topic we cover during the course, as long as it is applicable to the scientific study of sexuality. It does not matter if the journalist wrote the press article based on summarizing the primary science article or based on an interview with the researcher of the primary science article. You are comparing the two sources – popular media article and peer reviewed journal article.

Format:

Times New Roman 12 point font, 1” margins, approximately 4-6 pages, double spaced. Your name and the title at the top of the first page. Title can be the title of the media article or a title of your own choosing. At the end of your essay provide full citations to both articles in correct APA format. Your primary source scientific journal article must come from a respected, peer-reviewed, scientific journal and be on a sexuality-related topic. You must also attach a copy of the abstract of your primary source study. Late assignments are accepted with 10 points taken off for every day it is late.
Structure:
Your essay should state and support a clear and interesting thesis statement based on your comparison of the popular media and peer-reviewed journal article, and it should contain the following elements:

(1) **Summarize the science presented in the press article you selected in your own words.**
   Include more information from the primary science article. The aim of this part of the task is to assess whether you have understood the article and whether you are able to summarize information in your own words. Be sure to include the hypothesis, method, and findings.

(2) **Evaluate the accuracy, scope, and style of the material presented in the press article, relative to the primary science article, considering the following:**
   - What is the *scope* of each article (e.g., What information is covered and what is left out? What detail and complexity is included?)
   - What is the *focus* of information in each article (e.g., Are different details emphasized in the two articles?)
   - How are the *audiences* of these two articles different? Has the *language* been changed to suit each audience?
   - What is the *aim* of each article? (e.g., the primary science article aims to present information to other scientists, the popular press article may be using the information to promote something...)

(3) **Based on your comparison of the two articles presentation of the same scientific findings on sexual science research, articulate an opinion on how sexual science is translated to and portrayed in popular media.**
   You will not be judged on what opinion you choose to convey, but on your ability to effectively and decisively articulate your views and using support for your statements based on the information presented in your comparison of the two articles you chose. Be sure to include the implications of this opinion.

A few questions to think about when analyzing:

- Think about what aspects are of interest to the public. The public is not going to be enthralled by the hundreds of tiny measurements that the scientists made. The audience needs context.

- How are the details simplified for the general public? Scientific papers generally use detailed statistics and complex terminology. Consider why these do not appear in the general press.

- Does the press article link the scientific article to a bigger issue?
- Does the press article present the findings of the scientific research in a sensationalized or politicized way? If yes, why might that be?

**Grading Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Scientific Research Summary (e.g. context, aim, methods, results, conclusions)</td>
<td>20</td>
</tr>
<tr>
<td>Critical Comparison of Science in the Articles (e.g. accuracy, scope, focus, etc.)</td>
<td>30</td>
</tr>
<tr>
<td>Style Comparison of the Two Articles (e.g. language, tone, audience, etc.)</td>
<td>20</td>
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<tr>
<td>Opinion on Sexual Science in Media (based on article comparison)</td>
<td>20</td>
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<tr>
<td>General Writing Style (e.g. grammar, language, flow, word choice)</td>
<td>5</td>
</tr>
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<td>Full Citations Provided in APA Format &amp; Format Guidelines Followed</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Suggestions for getting started**

- Select a media article online & find the primary science article.
  - Please be sure that the primary article is a peer-reviewed scientific journal article. If you are unsure if an article you would like to use is peer-reviewed, please contact me.
  - There are many avenues to find the original source article. Some popular media will link to the article itself or to the lead researcher’s website where the article may be obtained. Alternatively, you can use Cornell’s library access, the *PsychInfo* database, the *Web of Science* database, the *PubMed* database, and/or *GoogleScholar* to search for access to the article using the source article’s title, authors’ information, content keywords, journal name, or date of publication. There are instructions for using Cornell’s *PassKey* in your web browser on Blackboard. If you are having trouble finding a source article, please contact me.
- Take separate notes for the summary and for the article comparison. Remember to take note of both the content and the style.
- Arrange evidence and examples for your comparison observation. Give examples of the differences and similarities you note in your comparison where applicable.
- Formulate your opinion on how sexual science research is presented in the media, based on your comparisons for the articles you chose.
- Write the paper, following formatting guidelines. Revise, revise, revise!
Research Proposal Assignment

The purpose of this assignment is for you to critically integrate scientific knowledge on a specific topic in sexual science and determine where there is a meaningful gap in the literature, then creatively and critically think about how to effectively fill that gap.

The assignment’s learning goals:

- Find, interpret, evaluate, and integrate peer-reviewed scientific articles
- Assess in depth the current state of sexual science specific to a topic of interest
- Examine critically important and unanswered issues in sexual science
- Formulate a testable hypothesis with support from the current literature
- Investigate ways of methodologically and statistically addressing your hypothesis
- Understand the nature and development of scientific knowledge and use this in your own work

Overview:

You will be required to write one 5-7 page research paper during the semester. This research paper will be in the format of an NIH grant proposal, where you propose a hypothesis and design a set of experiments to answer a currently unsolved problem in sexual science. You will choose the area and will yourself design the question that you propose to study. This is not a simple assignment: it requires you to think like a scientist, rather than simply reading science papers. You will need to be creative in coming up with an interesting and important question, coming up with a hypothesis that fits all the known facts, and designing the experimental plan that will most effectively test whether your hypothesis is correct or not. You will have to do a considerable amount of reading of papers in the original literature, and APA citation of those papers will be required. Think of it as work you might be able to do, for example, during several years of work for a senior honors thesis, or conceivably as a Masters or Ph.D. project.

The research paper can be handed in any time during the semester, but will be due at the very latest on the last day of class, May 10th, at noon. A one-page brief description of your paper will be due on April 14th. In this brief description, give a title, a brief explanation of the questions to be addressed and a sketch of the experimental direction you will take. Give an annotated bibliography listing at least 5 critical papers that you have already found, and in a sentence or two describe each one’s major result or conclusion. We will give you feedback about the directions you are taking for the paper, to help you with the final design of your paper. The one-page brief description is for your benefit only and will not be graded.

Start early on this paper! I urge you to talk to me or the TAs during office hours, or by appointment, about your papers as you are preparing your paper: I will be happy to answer any questions you have and to give you advice about getting started in this project!
Format:
The paper should be in the form of an NIH grant proposal, although shorter and focusing on only one major question. The paper should have 4 parts (Specific Aims, Significance, Experimental Approach, and Bibliography) and fit into 7 pages, Times New Roman, 12 point font, 1” margins, DOUBLE SPACED. We will not read more than 7 pages! This is also an NIH rule, where any proposals longer than their page limit are returned unread. Your name and a running head must be in the header of each page and the page number in the header at the top left corner. Provide full citations in correct APA format. Late assignments are accepted with 10 points off per day.

Structure:
The major components of the proposal are the following:

1) **Specific Aims:** In half a page or less, give a brief background on your specific topic and state your hypothesis. Outline the experiments that you will do and how you will analyze the data. This is more or less a revision of what you handed in on April 10th. Its purpose is to give a quick overview of the project.

2) **Significance:** This has two parts. First, put the problem into perspective with regard to the bigger issues of sexual science, as well as any potential societal relevance. Start general, then zero in on the details of your question. Second, give a good literature review of previous work on this subject, emphasizing what is NOT known, leading up to the hypothesis you will test. You can include figures from earlier papers if needed to make your point, but this is not required.

3) **Experimental Approach:** In this section, you describe the experiments you will do to test your hypothesis. Give details of the experimental protocol, and make it clear that you understand the logical flow of the experiment, and what data you will collect. Describe how you will analyze your data, and predict what you will find if your hypothesis is correct. Address how your predicted findings support your hypothesis and address the gap in the literature. Also, consider possible problems with the experiments that would make them difficult to interpret or carry out, and what you would do if you faced such problems. Include important controls and counterbalancing that help you to interpret your data. Of course, no one knows whether your idea is right or wrong; so long as it is reasonable, well-considered, and consistent with previous research, let your imagination run wild! You can include figures or sketches if they will help to make your ideas more clear, or to show critical (fabricated) preliminary data for your hypothesis. These figures will not count against your 7 page limit; include them at the end of the 7 page text.

4) **Bibliography:** Be sure to list all references according to APA format. Failure to do so constitutes plagiarism, and will be grounds for rejecting the paper. All papers will be put through Turnitin to check for plagiarism. References do not count towards your 7 pages of text.
**Coming up with an idea**
This is often the major problem for students just entering a field. We recommend that you start out with the course readings about a topic that you might be interested in. Read through the material, asking yourself which areas are interesting, and looking for questions that have not yet been answered. In my lectures, I will also be mentioning research areas that are not well understood. As you come up with an idea, then go to the original literature to find out what other people have published on this topic. As you do this, read critically, and try to look for questions that have not yet been fully answered (often mentioned in the discussion of the paper), and to which you could think of a possible answer. The major thing is to make the question very concrete and focused, not vague. I encourage you to come and discuss your ideas with me.

**Annotated bibliography**
This is due on April 10th. It should be no more than one page long, and should show your plans for your paper. Write 2-3 sentences to set the stage for your problem, rapidly zeroing in from the general to the specific problem you have chosen. You should very succinctly state your idea or hypothesis in a few sentences. In a short paragraph, outline your preliminary plans for the experiments to test your hypothesis (this should all be about a half page total). Then list at least 5 critical papers that you have already identified which show that you have worked on the literature review of who has done what on your problem. We will read these preliminary proposals and get them back to you ASAP with our comments and criticisms.

**Remember!**: We are here to help you get going on this project, so feel free to come to office hours or to contact us to meet at another time to talk about your ideas. But before you see us, get started with the area you are interested in and one or two ideas of what you might want to pursue.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Specific Aims</th>
<th>15</th>
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<tbody>
<tr>
<td>Significance (Broader Impacts)</td>
<td>15</td>
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<tr>
<td>Significance (Contribution to Literature)</td>
<td>15</td>
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<tr>
<td>Experimental Approach</td>
<td>25</td>
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<tr>
<td>Analysis Plan &amp; Predictions</td>
<td>20</td>
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<tr>
<td>General Writing Style</td>
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Class Participation Rubric
The participation criteria focus on what you demonstrate in class. I expect the average level of participation to satisfy the criteria for a “3”. If you anticipate class participation being an issue for you, please contact me as soon as possible to make accommodations.

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<tr>
<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>0</td>
<td>Absent</td>
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| 1     | Present, not disruptive.  
|       | Tries to respond when called on but does not offer much.  
|       | Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them.  
|       | Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).  
|       | Does not offer to contribute to discussion, but contributes to a moderate degree in small groups.  
|       | Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows reading facts well, has thought through implications of them.  
|       | Offers interpretations and analysis of reading to class.  
|       | Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
|       | Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
|       | Offers analysis, synthesis, and evaluation of reading, e.g., puts together pieces of the discussion to develop new approaches and implications.  
|       | Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze approaches and alternative viewpoints, etc.  
|       | Demonstrates ongoing very active involvement. |